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Grade 9

Catholic School Version

Curriculum Handbook for Parents

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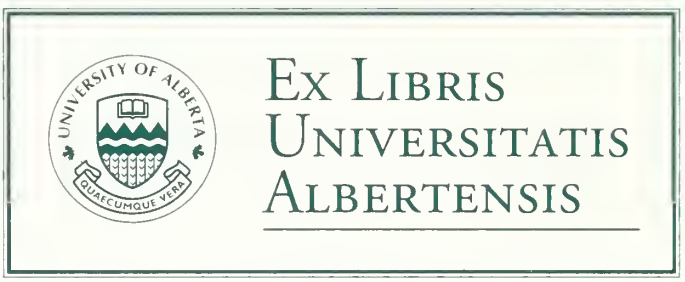
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GRADE 9

Curriculum Handbook for **Parents**

Catholic School Version

2010–2011

This Curriculum Handbook provides parents with information about the Grade 9 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- a questionnaire.

Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at http://education.alberta.ca.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll-free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://lrc.education.gov.ab.ca/pro/default.html

Telephone numbers referred to in this handbook can be reached, toll-free inside Alberta, by dialling 310–0000.

Arts, Communications and Citizenship
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Digital Design and Resource Authorization
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Distributed Learning
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: DLB.General@gov.ab.ca

First Nations, Métis and Inuit Services
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: FNMIServices@gov.ab.ca

French Language Education Services
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: LAcontact@edc.gov.ab.ca

Mathematics and Science
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Special Education Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: Special.Education@gov.ab.ca

ISSN 1483–1708

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Message from the
Minister of Education

As we look forward with excitement to the possibilities and opportunities of another school year, it is important to take some time to review what our students will be learning, and to make sure that all of us are prepared to ensure every child can find their passion and fulfill their potential.

Through our community engagement initiatives, such as *Inspiring Education* and *Speak Out,* I have spoken with thousands of Albertans in our communities about education, its role in our lives and what we want it to do for children and youth, now and in the future.

It's quite clear that Albertans value their education system and understand that it is the foundation for the future economic prosperity of our province. However, we must continue to build on our tradition of excellence. To do that, we need a new approach to education. We need transformative change.

Just as you are looking at what your child will be learning over the next year, we are examining how we teach our children and what they will learn. Now, more than ever, we are able to take a big-picture, long-term view of what education needs to be. We are looking at how we can improve learning outcomes rather than simply using the same curricula in a different way. We are transforming our education system to embrace optimism, passion, talent, curiosity, creativity and intelligence.

Parents play an integral role as agents of change in their children's education by providing them with the encouragement and support they need to succeed academically. It is clear that students benefit when parents are actively engaged in their children's learning because together, both have a solid understanding of the tasks, challenges and rewards offered through our programs of study.

I hope you will also look at the many other learning opportunities that are available for your child outside of their schooling. Libraries, community and recreation centres, service organizations and mentors all enrich young peoples' learning and build on the lessons they learn at school.

This curriculum overview is a valuable resource that will answer many questions you may have about what your child is learning. I also hope this publication will create an opportunity for open dialogue between you, your child and his or her teacher regarding curriculum outcomes and expectations.

I encourage you to take the time to read through this resource. I wish you and your child every success this school year.

Dave Hancock, Q.C.
Minister, Alberta Education

Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I wish to express my appreciation to the Government of Alberta and Alberta Education for providing you this updated Kindergarten to Grade 12 Curriculum Handbooks for Parents.

You, parents, are the first and primary educators of your children especially with regards to education in the faith. By ensuring that the Gospel is truly lived in the context of your family and in the life of our schools and communities you are a powerful witness for your children. The role of the parents is vital in providing the best possible education for our children.

When you enroll your children in a Catholic school you can be assured of our support in your role. I encourage you to work closely with the school by joining your local school councils or parent groups. You can assist young men and women, boys and girls, to understand themselves as moral persons living the way of Christ through the experience and teaching of the Catholic Church. Be a strong voice for the Catholic identity of our schools. In this way, you will share in the central mission of the Church, which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

We commend Alberta Education for providing these updated Curriculum Handbooks for Parents. They provide a comprehensive presentation of the content and expectations of the Religious Education program approved by the Canadian Conference of Catholic Bishops.

May their use be a source of growth in faith, hope and love in all of our communities throughout Alberta.

Sincerely Yours in Christ,

Bishop Frederick Henry
Diocese of Calgary
Education Liaison, Alberta Conference of Catholic Bishops

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http://archive.org/details/cathcurriculhandg911albe

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* are designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Finding Information

Parents can find information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.

http://education.alberta.ca/parents/resources/handbook.aspx

- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions and in French. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/parents/resources/summaries.aspx

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://education.alberta.ca/teachers/program.aspx

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the **Programs of Study** to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/apps/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://education.alberta.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork and help with homework when you can.
- Help your child set realistic goals and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

These resources are available for purchase from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

- *Make School Work for You: A Resource for Junior and Senior High Students Who Want to Be More Successful Learners*— Information on knowing yourself, getting organized, making every class count, test taking, presenting learning, getting along with others and staying motivated.
- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*— Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

http://learnalberta.ca

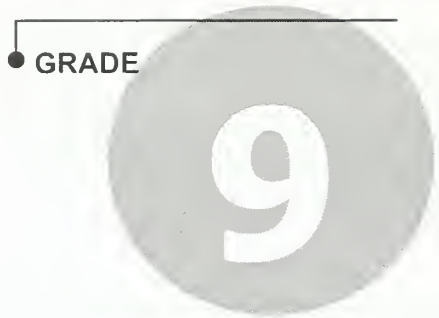
- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca

- *TELUS 2Learn* Web site—An education/business partnership that provides Internet in-service, support and information for Alberta teachers, students and parents.

Information Regarding the *Alberta Human Rights Act*

On September 1, 2010, section 11.1 of the *Alberta Human Rights Act* comes into force. This section requires boards (including charter schools) to provide parents with notice where "courses of study, educational programs or instructional materials, or instruction or exercises … include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation." Where a parent makes a written request, teachers shall exempt the student, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation. For more information, refer to the *Guide to Education: ECS to Grade 12*.



In Grade 9, students study required subject areas. They also choose optional courses that give them the chance to explore areas of interest and career possibilities. Students have access to a minimum of 950 hours of instruction each school year.

Overview

In Catholic schools, students participate in a Religious Education Program that is authorized by the Bishop of the local diocese.

The Grade 9 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

View the programs of study at http://education.alberta.ca/teachers/program.aspx

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

Purchase programs of study from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

GRADE 9: REQUIRED SUBJECT AREAS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills

Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

GRADE 9: OPTIONAL SUBJECT AREAS

- Career and Technology Studies
- Fine and Performing Arts
- Languages★
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

★ Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language. Students in immersion and bilingual programs also take a number of subjects in the target language.

New Courses for 2010–2011 School Year:

- International Languages
  - Chinese Language and Culture (Nine-year Program)
  - Spanish Language and Culture (Nine-year Program)
- Mathematics (English and French)

Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

The Religious Education Program for elementary and junior high schools is authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 9 program assists young people in understanding both the joy and the demands of following in the way of Christ and living out the faith that our community professes in the Creed. Using the Beatitudes as a touchstone, young people are invited to examine the attitudes and actions that characterize the Christian life. They are encouraged to understand and nurture within themselves the virtues which will enable them to deepen their relationship with God in and through Christ in the context of a spirit-filled community.

Students explore these themes through the study of ten units:

Unit 1
Be with Me.

The students will examine the qualities of relationships. They will identify ways that the Beatitudes help us to understand the distinctive Christian attitudes that shape wholesome relationships. The Ten Commandments and Beatitudes are seen as stepping stones that show the way to true happiness and friendship with God and others.

Unit 2
Be Alive.

The students are invited to deepen their appreciation for the gift of life, and as they become increasingly aware of their gifts and abilities through the mystery of the Incarnation. Jesus affirms the dignity of every person and the sacredness of the human body. The 5th Commandment underlines the sacredness of human life from the moment of conception to the moment of death. Emotions are a gift that helps us to relate to God and others. Our faith guides our expression of emotion so that we relate to others in a responsible and loving way. "Blessed are the peacemakers."

Unit 3
Be Faithful.

The students are introduced to the virtue of faithfulness as an attitude that encourages them to involve God in their lives. The 1st and 2nd Commandments are seen as a call to love and respect God above everything. The students will deepen their understanding of prayer as a lived relationship with God, and the 3rd Commandment as a call to "stop and pray." They will describe and demonstrate a variety of forms of prayer and articulate the different ways God responds to prayer. "Blessed are the poor in spirit."

Unit 4
Be Loving.

The students will explore the Christian dimensions of love within the context of popular notions of love. They will analyze ways they love others and articulate what it means to be loved and to love unconditionally. They will review and apply a decision-making model, define conscience, and name its role in moral decision making. Within the context of the 6th Commandment as a protection for the sacred bonds of committed love, the students will explain how sexuality helps them to love, identify acceptable Christian expressions of love, and analyze sexual issues in relation to the virtue of chastity. They will identify signs of manipulative, coercive and abusive behaviours in relationships and demonstrate an understanding of the assertiveness skills necessary for developing and maintaining healthy relationships. "Blessed are the peacemakers."

Unit 5
Be Obedient.

The students will explain and interpret the 4th Commandment as it applies to families and identify the roles, duties and responsibilities that are shared within Christian families. They will recognize legitimate authority within various sectors of society: school, civic community, Church, and identify, explain and affirm their respective duties.

Unit 6
Be Just.

The students will identify social justice issues and use the preferential option for the poor as the criterion for analyzing issues of injustice. They will demonstrate an understanding that Christian justice is rooted in love, mercy and compassion. Blessed are those who hunger and thirst for righteousness. The students will also evaluate their lifestyle in terms of its ecological impact and identify the correlation between their relationship with God and their relationship with others and the earth. "Blessed are the meek."

Unit 7
Be Honest.

The students will define stewardship in terms of respect for the goods and property of another. They will identify the balance between the right to own and the requirement to share. The students will explain the role of truthfulness in relationships and recognize God as the source of absolute truth and they will evaluate their own behaviour in light of the 7th and 8th Commandments.

Unit 8
Be Generous.

The students will understand how Jesus models a generous attitude toward others and enables us to rejoiee in our own and in other's good fortune, happiness and blessing. They will define pure of heart, modesty and envy, eomparing and eontrasting eommon attitudes in soeiety with the 9th and 10th Commandments. These eommandments will be used as a tool for eritieal refleetion on eareer and life skills planning. "Blessed are the pure of heart."

Unit 9
Be Forgiving.

The students will define forgiveness, examine the ways Jesus models forgiveness, and identify areas in their life where they are ealled to forgive. They will understand reeoneiliation, give examples of how it restores and heals relationships, and explain how the Chureh enables and faeilitates reeoneiliation. "Blessed are the mereiful."

Unit 10
Be Hopeful.

The students will understand hope and its role in Christian living and explore the ways that prayer nourishes hope. They will identify people who model Christian hope and examine the 1st Commandment as a eall to plaee all our hope in God. A review of the Virtues and Beatitudes that underlie the Christian lifestyle will eulminate in a eelebration of faith. "Blessed are you when people revile you and perseeute you on my aeeount. Rejoice and be glad, for your reward is great in heaven."

As a result of participation in this program, students will:

- demonstrate a familiarity with and an ability to retell key biblieal narratives that illustrate God's faithful relationship with a ehosen people and the eommunity's response to this relationship
- express eonneetions between the relationships deseribed in biblieal events and their own life experienees
- show reverenee for Seripture as God's living Word
- define human dignity and express its signifieanee in Christian faith and praetiee
- name the artieles of the Apostles' Creed as a summary expression of the Christian eommunity's relationship with God and artieulate some of the meaning of eaeh artiele
- eommunieate their faith in ways that show a genuine understanding of the Apostles' Creed

- describe how the Creed is a summary of the faith community's understanding of who God is
- explain how the Creed calls them to make responsible choices and decisions in their everyday lives
- analyze (critique) events and personal decisions in light of a commitment to follow Jesus
- describe the relationship between real-life situations and the baptismal commitment to follow Jesus in the community of the Holy Spirit
- outline the ways that prayer deepens a relationship with God
- pray, using a variety of prayer styles
- participate in traditional forms of Catholic prayer.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer, we give praise and thanks for God's loving presence and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within the Religious Education Program. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the Church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://education.alberta.ca/teachers/program/ict.aspx

ICT is learned most effectively in the context of subject areas, therefore, the ICT curriculum is best infused within the teaching of other programs of study such as language arts, mathematics, science and social studies. Through ICT, students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life.

ICT learning outcomes have been established for each division. The following is a sample of the Division 3 learning outcomes that students are expected to meet by the end of Grade 9.

Communicating, Inquiring, Decision Making and Problem Solving

- evaluate the authority and reliability of electronic sources
- develop a process to manage volumes of information that can be made available through electronic sources

Foundational Operations, Knowledge and Concepts

- explain the issues involved in balancing the right to access information with the right to personal privacy
- recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication

Processes for Productivity

- use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document
- demonstrate proficient use of various information retrieval technologies

First Nations, Métis and Inuit Education

http://education.alberta.ca/teachers/fnmi.aspx

http://education.alberta.ca/teachers/fnmi/policies.aspx

First Nations, Métis and Inuit peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information.

To support the learning of First Nations, Métis and Inuit students, schools are encouraged to use learning resources that include First Nations, Métis and Inuit perspectives. All students in Alberta need to understand and be aware of First Nations, Métis and Inuit history, culture, lifestyles and heritage. First Nations, Métis and Inuit (FNMI) perspectives are infused into the existing Kindergarten to Grade 12 programs of study. Student and teacher resources have been developed by Alberta Education to support the inclusion of FNMI content in teaching and learning.

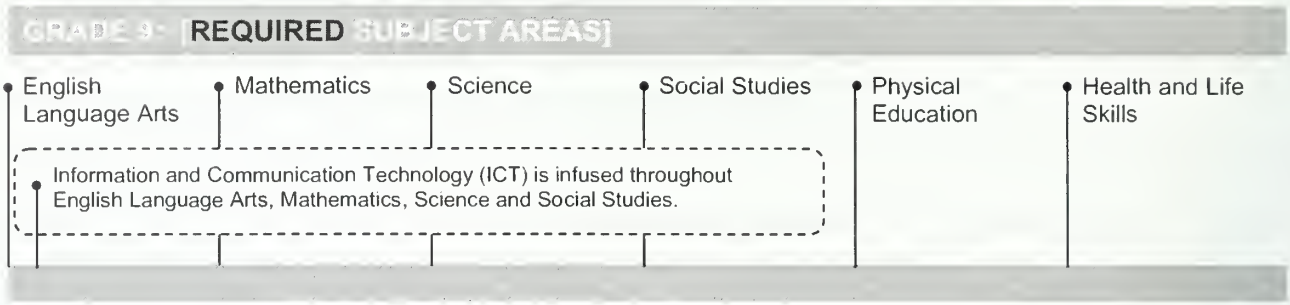
Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

English Language Learners

http://education.alberta.ca/teachers/program/esl.aspx

Many children born in Canada have a first language other than English and many students move here from countries where English is not the primary language. These English language learners require English as a second language (ESL) programming and supports to achieve grade level expectations in all subject areas.

The **required subject areas** are the foundation of the junior high school program.


GRADE 9 [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

English Language Arts

View the English language arts subject page at http://education.alberta.ca/teachers/program/english.aspx

View the English language arts digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education and reflect the Catholic identity of the school.

The following learning outcomes are selected from the Grade 9 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view
- reflect on own growth in language learning and use, by considering progress over time and the attainment of personal goals

- integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts
- examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships

Comprehend and respond personally and critically to oral, print and other media texts

- discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers
- identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text
- apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts
- identify and discuss theme and point of view in oral, print and other media texts
- identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts
- create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action

Manage ideas and information

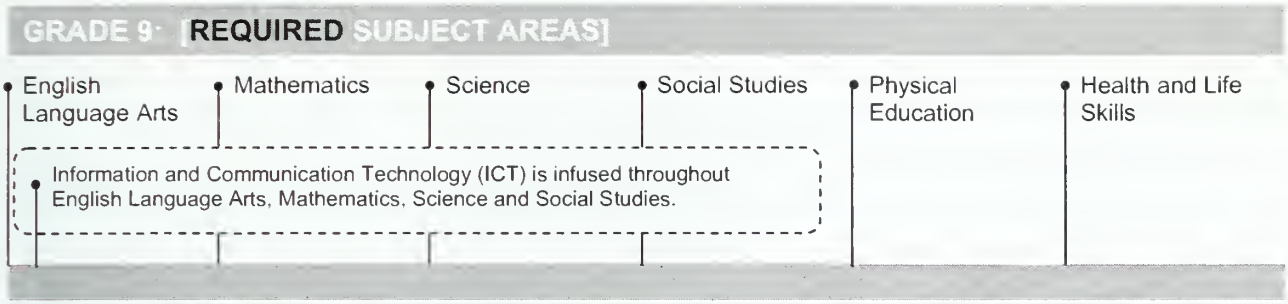
- synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions
- select types and sources of information to achieve an effective balance between researched information and own ideas
- distinguish between primary and secondary sources, and determine the usefulness of each for research purposes
- use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources
- communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles
- reflect on the research process, identifying areas of strength and ways to improve further research activities

Enhance the clarity and artistry of communication

- revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions
- develop personal handwriting styles appropriate for a variety of purposes
- identify and experiment with some principles of design that enhance the presentation of texts
- use a variety of strategies to make effective transitions between sentences and paragraphs in own writing
- demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing
- select, organize and present information to appeal to the interests and background knowledge of various readers or audiences
- follow the train of thought, and evaluate the credibility of the presenter and the evidence provided

Respect, support and collaborate with others

- analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history
- create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures
- contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others
- share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives


GRADE 9 [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Mathematics

View the mathematics subject page at http://education.alberta.ca/teachers/program/math.aspx

View mathematics digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students who have met these goals will:

- gain understanding and appreciation of the contributions of mathematics as a science, philosophy and art
- exhibit a positive attitude towards mathematics
- engage and persevere in mathematical tasks and projects
- contribute to mathematical discussions
- take risks in performing mathematical tasks
- exhibit curiosity.

The following learning outcomes are selected from the Grade 9 Mathematics Program of Studies.

Number

- demonstrate an understanding of operations on powers with integral bases (excluding base 0) and whole number exponents:
  - $(a^m)(a^n) = a^{m+n}$
  - $a^m \div a^n = a^{m-n}, m > n$
  - $(a^m)^n = a^{mn}$
  - $(ab)^m = a^m b^m$
  - $\left(\frac{a}{b}\right)^n = \frac{a^n}{b^n}, b \neq 0$

Patterns and Relations

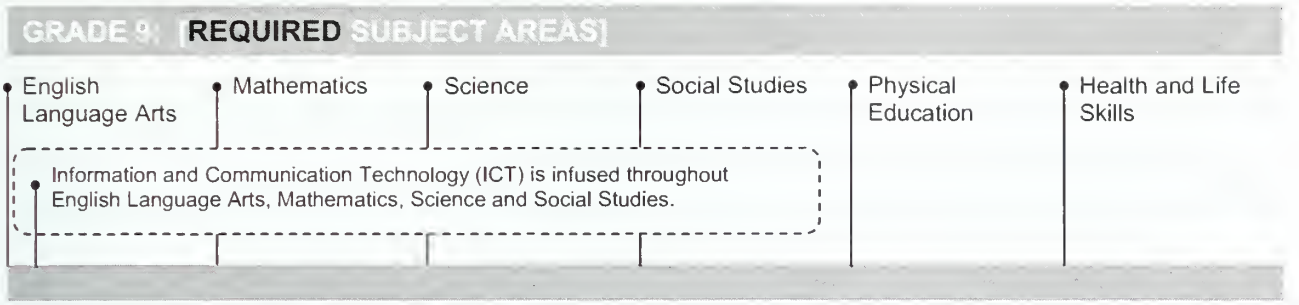
- graph a linear relation, analyze the graph, and interpolate or extrapolate to solve problems
- model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically

Shape and Space

- solve problems and justify the solution strategy, using the following circle properties:
  - the perpendicular from the centre of a circle to a chord bisects the chord
  - the measure of the central angle is equal to twice the measure of the inscribed angle subtended by the same arc
  - the inscribed angles subtended by the same arc are congruent
  - a tangent to a circle is perpendicular to the radius at the point of tangency

Statistics and Probability

- develop and implement a project plan for the collection, display and analysis of data by:
  - formulating a question for investigation
  - choosing a data collection method that includes social considerations
  - selecting a population or a sample
  - collecting the data
  - displaying the collected data in an appropriate manner
  - drawing conclusions to answer the question


GRADE 9: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Science

View the science subject page at http://education.alberta.ca/teachers/program/science.aspx

View science digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

The secondary science program is guided by the vision that all students have the opportunity to develop scientific literacy. The goal of scientific literacy is to develop the science-related knowledge, skills and attitudes that students need to solve problems and make decisions, and at the same time help them become lifelong learners—maintaining their sense of wonder about the world around them.

The program is designed to help students understand the nature and role of science, as well as develop a solid grounding in science knowledge, skills and attitudes. Throughout the program, students learn that:

- science provides an ordered way of studying the natural world
- scientific discovery often leads to the development of new technologies and new technologies can lead to new fields of scientific investigation
- science takes place in a social context and responds to human needs. Science and technology have both intended and unintended consequences for humans and the environment.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

Students study five units during their Grade 9 year. The topics studied and the major outcomes for each are:

Biological Diversity

- investigate the diversity of living things, and describe the role of diversity in species survival

- describe processes for reproduction and for transmission of species characteristics from generation to generation
- describe the role of genetic materials in determining species characteristics, and investigate technologies used to modify species characteristics
- identify ways that human action can affect species variation and species survival, and analyze related issues

Matter and Chemical Change

- investigate materials and describe materials in terms of their physical and chemical properties
- describe and interpret patterns in chemical reactions
- describe ideas used to explain the chemical properties of materials, and identify evidence for these ideas
- use simple chemical nomenclature in describing elements, compounds and chemical reactions

Environmental Chemistry

- investigate and describe the role of chemical substances in environments and living things
- identify processes for measuring the quantity of different substances in the environment for monitoring air and water quality
- analyze and evaluate the distribution and effect of potentially harmful substances within an environment

Electrical Principles and Technologies

- describe the operation of devices that produce electrical energy from other forms of energy, and that convert electrical energy to other forms
- describe technologies used to transfer and control electrical energy
- identify energy inputs and outputs from technological devices, and evaluate the efficiency of energy conversions
- describe the social and environmental implications of electrical energy use

Space Exploration

- describe how technological developments have advanced human understanding of Earth and space
- describe problems and challenges encountered in developing technologies for space exploration and for life in space
- describe the scientific principles of devices such as optical and radio telescopes, space probes and remote sensing technologies
- identify issues and opportunities resulting from the use of space technology, and analyze some of the issues involved

The program develops **skills** in four major areas:

Initiating and Planning
Students devise (or make) plans to investigate:

- science-inquiry questions
- practical problems
- science-related issues.

Performing and Recording
Students conduct investigations through:

- observation
- recording data
- researching information.

Analyzing and Interpreting
Students develop, analyze and assess possible explanations through:

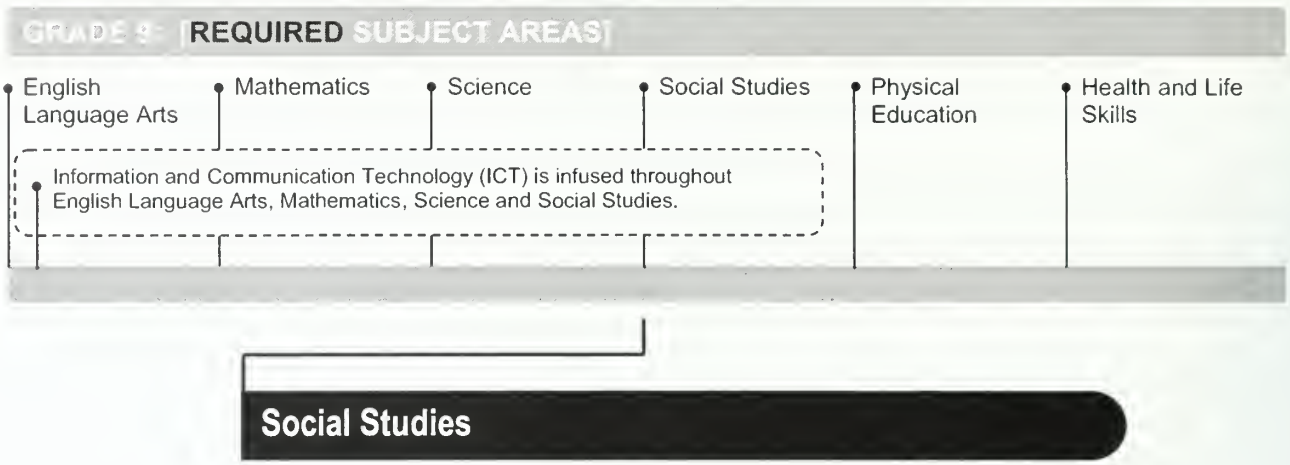
- data display
- inference
- evaluation.

Communication and Teamwork
Students work collaboratively to:

- communicate questions, ideas, procedures and results
- evaluate individual and group processes
- defend a position or conclusion, based on their findings.

To support their learning, students are encouraged to develop positive **attitudes** in the following six areas:

- continuing interest in science
- respect for the ideas of people with various backgrounds and views
- support for scientific processes
- collaboration with others
- stewardship for the natural environment
- safety in science.


GRADE 9 – REQUIRED SUBJECT AREAS
English Language Arts
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Social Studies
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Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Social Studies

View the social studies subject page at http://education.alberta.ca/teachers/program/socialstudies.aspx

The aim of the social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's social studies program are the concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's identity. The program also has a strong focus on Canadian and Alberta history.

Grade 9 students will broaden their understanding and appreciation of the relationships among governance, economics, quality of life, citizenship and identity.

Grade 9 students will analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

The following learning outcomes are selected from the Grade 9 Social Studies Program of Studies.

Issues for Canadians: Governance and Rights

Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

Values and Attitudes

- appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada
- appreciate the various effects of government policies on citizenship and on Canadian society

Knowledge and Understanding

Students will examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:

- How are laws passed in the federal political system?
- To what extent do political and legislative processes meet the needs of all Canadians?

Students will analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:

- How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?

Students will assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada?
- What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens?

Students will assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada?
- To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada?

Students will assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:

- What factors influence immigration policies in Canada (i.e., economic, political, health, security)?
- To what extent does Canada benefit from immigration?

Issues for Canadians: Economic Systems in Canada and the United States

Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.

Values and Attitudes

- appreciate the values underlying economic decision making in Canada and the United States
- appreciate the impact of government decision making on quality of life

Knowledge and Understanding

Students will compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:

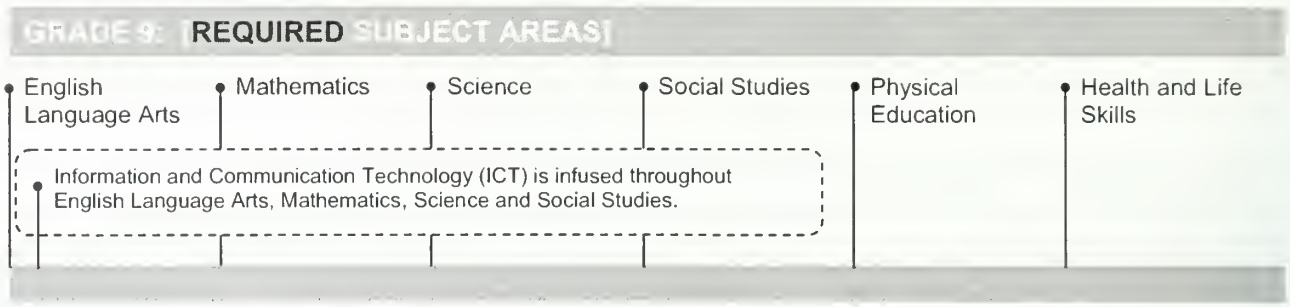
- Why is Canada viewed as having a mixed economy?
- What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies?

Students will assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:

- What are the indicators of quality of life?
- To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America?

Students will assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:

- How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)?
- How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)?


GRADE 9: REQUIRED SUBJECT AREAS
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Physical Education

View the physical education subject page at http://education.alberta.ca/teachers/program/pe.aspx

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

General Outcome A: Activity

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B: Benefits Health

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being

General Outcome C: Cooperation

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D: Do it Daily ... for Life!

Students will assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

Exemptions from Physical Education

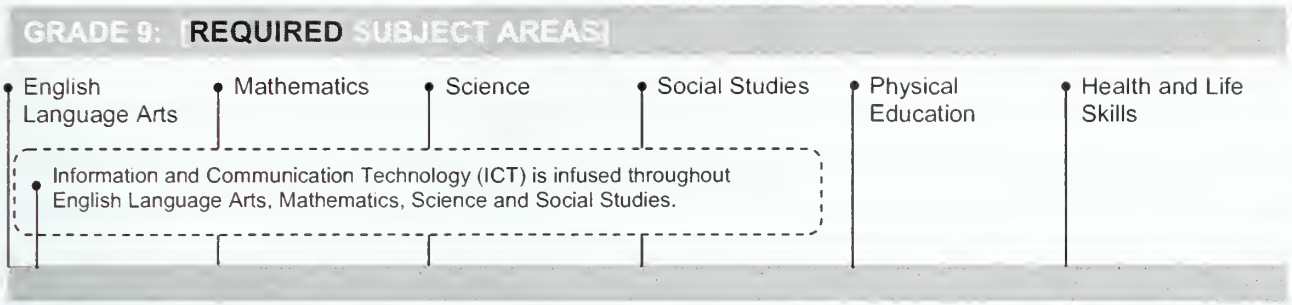
Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

Physical Education Online

http://education.alberta.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.


GRADE 9: REQUIRED SUBJECT AREAS
English Language Arts
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Health and Life Skills

View the health and life skills subject page at http://education.alberta.ca/teachers/program/health.aspx

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

In a Catholic school, learning outcomes are addressed within the context of the teachings of the Catholic Church. The local boards of many Catholic school jurisdictions have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

Wellness Choices

Students will make responsible and informed choices to maintain health and promote safety for self and others.

- Personal health
- Safety and responsibility

Relationship Choices

Students will develop effeetive interpersonal skills that demonstrate responsibility, respeet and earing in order to establish and maintain healthy interaetions.

- Understanding and expressing feelings
- Interaetions
- Group roles and proeesses

Life Learning Choices

Students will use resourees effeetively to manage and explore life roles and eareer opportunities and ehallenges.

- Learning strategies
- Life roles and eareer development
- Volunteerism

Human Sexuality Education

Human sexuality edueation emphasizes the individual nature of ehange and growth, and the importanee of one's family and personal values with respeet to sexuality and sexual deeision making. Learning outeomes are addressed within the eontext of Catholie teaehing.

Sehools are required to offer human sexuality edueation in Grade 4 to Grade 9. Parents have the right to exempt their ehild from this instruetion. Sehools will provide alternative learning experienees for those students who have been exempted from human sexuality instruetion.

In addition to required subject areas, junior high schools must offer a minimum of two provincially authorized optional courses. Optional courses are designed to reinforce learnings in core courses and to provide opportunities for students to explore areas of interest and career possibilities.

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

GRADE 9: OPTIONAL SUBJECT AREAS

- Career and Technology Studies
- Fine Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

Career and Technology Studies

View the career and technology studies subject page at http://education.alberta.ca/teachers/program/cts.aspx

View CTS digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca/

Career and Technology Studies (CTS) is designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities.

CTS is organized into five clusters:

- Business, Administration, Finance & Information Technology (BIT)
- Health, Recreation & Human Services (HRH)
- Media, Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing & Transportation (TMT).

A cluster is a group of CTS courses that represent occupations and broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification (NOC) system and function as an organizing tool for the CTS program.

The Business, Administration, Finance & Information Technology (BIT) and Trades, Manufacturing & Transportation (TMT) clusters were implemented in September 2009. The Health, Recreation & Human Services (HRH); Media, Design and Communication Arts (MDC); and Natural Resources (NAT) clusters will be implemented in September 2010.

Introductory level courses in CTS clusters, including Business, Administration, Finance & Information Technology (BIT); Trades, Manufacturing & Transportation (TMT); Health, Recreation & Human Services (HRH); Media, Design and Communication Arts (MDC); and Natural Resources (NAT) clusters are considered appropriate for junior high school students.

GRADE 9: OPTIONAL SUBJECT AREAS]

- Career and Technology Studies
- Fine Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

Fine Arts

View the fine arts subject page at http://education.alberta.ca/teachers/program/finearts.aspx

Through the Fine Arts courses of Art, Drama and Music, students develop self-awareness and express their creativity in many ways. They will respond personally and critically to a variety of art, drama and music styles and forms.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

Students learn how to use traditional and contemporary tools, materials and media to express their feelings, think like artists, value the art creation and value the art form. Three areas form the framework of the junior high school art program:

- Drawings—recording, investigating, communicating, evaluating and articulating aspects of making images
- Compositions—organizations, components and relationships involved in the creation of images
- Encounters—looking at images and artifacts, finding ideas for making art, learning about the art of other times, changing imagery, and learning to understand and appreciate the purposes and effects of art

Drama

Drama encourages students to explore a variety of dramatic roles and develop a range of dramatic skills. In the junior high school drama program, students learn about drama and theatre through:

- Movement—physical, nonverbal expression
- Speech—exploration of talking and speaking to communicate ideas effectively
- Improvisation/Acting—acting out an idea or situation
- Theatre Studies—an introduction to the elements of drama and theatre
- Technical Theatre—stage construction and the use of sound, lighting, makeup, costumes, sets and props.

Music

Instrumental music, choral music and general music are the three distinctive, yet related, programs in the junior high school music curriculum. Development in any of these programs requires student involvement as a performer, listener and composer. Five main goals of the junior high school music program are to:

- develop skills in listening to, performing and reading music
- strive for musical excellence
- understand, evaluate and appreciate a variety of music styles
- develop self-expression, creativity and communication through music
- increase awareness of the history of music and the role of music in own lives.

GRADE 9: OPTIONAL SUBJECT AREAS]

- Career and Technology Studies
- Fine Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

Languages

http://education.alberta.ca/teachers/resources/learnlang/educators/toolkit.aspx

A variety of courses in languages are available throughout Alberta. These courses include First Nations, Métis and Inuit languages, French and International languages.

Alberta school authorities implement language programs, either:
- by choosing from available provincial programs or
- through a locally-developed course series.

FIRST NATIONS, MÉTIS AND INUIT LANGUAGES

Blackfoot and Cree Language and Culture

http://education.alberta.ca/teachers/program/fnmi.aspx

Blackfoot and Cree language and culture programs are designed to enable students to learn their respective languages and to increase awareness of their cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

Blackfoot

- acquire basic communication skills in the Blackfoot language
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot language

Cree

- use Cree in a variety of community and school situations and for a variety of purposes
- be effective, competent and comfortable as Cree speakers (*Okiskinamawâkanak ka nihtâ nehiyawewak*)

- live (*wa)wētina(hk)* (peacefully) with Mother Earth, others and themselves, guided by *Ômâmawi Ohtâwîmâw* (the Creator)
- know and use various strategies to maximize the effectiveness of learning and communication

FRENCH

French Immersion Program

http://education.alberta.ca/parents/educationsys/frenchlanguage/immersion.aspx

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

There are many delivery models for French immersion present in Alberta schools.

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English language programs of study, which is identical or comparable to the one used in the English language programs. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purchase from the LRC.

French Language Arts

http://education.alberta.ca/francais/teachers/progres/core/fla.aspx

At the junior high school level, the French language arts program of studies is intended to continue work started at the elementary level, including vocabulary and sentence structure enrichment, to enable students to engage more actively and effectively in proposed activities. Students become aware of elements that ensure message clarity, such as exact, precise expressions and words, and correct, increasingly complex sentences. They learn to respect the basic rules of language in the oral exchanges that take place in the classroom as well as in their writing projects.

The acquisition of a solid language basis allows students to better understand, clarify and express abstract thoughts. The program of studies also targets the development of the students' ability to plan and monitor their communication projects, whether they are working individually, with classroom partners, or participating in activities organized by the Francophone community. Students become more aware of factors that influence the way they communicate effectively in various contexts.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (text structure and genre) and to their knowledge about the author, producer or broadcast to guide them in their listening. They learn to question their attitudes toward the task and the means they use to overcome difficulties.

In **reading comprehension**, students develop their reading ability by analyzing the task at hand and choosing the best way to tackle more complex passages. They improve their ability to analyze text characteristics for better understanding of internal organization (text structure and genre) and the author's intent.

In **oral production**, students learn the vocabulary and sentence structure that will enable them to express themselves in various contexts. They develop the ability to plan group projects and to interact effectively with their peers.

In **writing**, students gradually learn to develop a work plan that will enable them to complete their writing project more efficiently. They learn to organize and express their ideas clearly, while still respecting the rules of internal text organization and spelling. They also learn to edit their texts using various reference works.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 9, learning occurs primarily:

In **oral comprehension** through:

- group work situations
- listening to texts from various subject areas
- listening to newspaper and magazine articles, short stories or excerpts from plays or novels
- listening to audiotapes, such as songs or documentaries
- viewing audiovisual materials.

Students learn to gather information from the broadcaster to focus their listening, note points on which they wish clarification, and tolerate ambiguity.

In **reading comprehension**:

Teachers will select, for their students, texts:

- from the field of information and opinion; e.g., news items, documentaries, letters or texts presenting a point of view
- from the imaginary world; e.g., narratives, poems and songs.

To develop reading strategies, students learn to tackle texts taking into account their organization (e.g., narrative) and develop various ways of annotating texts.

In **oral production**:

The proposed situations should allow students to demonstrate what they already know, what they have learned about a given subject, or to express their opinions based on examples from their readings and their interactions with others. The topics chosen for the presentations may be from another area of study. Students should have had the opportunity to explore topic-related vocabulary in various contexts. In addition to group work situations, Grade 9 students develop their ability to read with expression.

The presentations and discussions should be well structured, with emphasis on:

- the use of expressions or words to describe events and personal experiences
- the use of appropriate verb tenses to express past, present and future experiences when these are described in the same presentation
- the correct use of possessive and demonstrative pronouns.

Emphasis on *discussion* enables students to continue developing their ability to interact with peers. Students are required to agree on the operational rules of the group as well as on their roles and responsibilities with respect to the task.

In **writing**:

Students learn to write texts and pay particular attention to the way they express their feelings and opinions. They also learn to write short stories in which the images created evoke sentiments or emotions.

The main purpose of these activities is to enable students to integrate the basic elements of the written language:

- the selection of a text structure consistent with their communicative intent
- the organization of ideas according to a plan—introduction, development and conclusion
- the agreement of past participles with "*avoir*"
- verb agreement when the subject includes nouns and pronouns in different persons
- punctuation
- spelling.

French as a Second Language

http://education.alberta.ca/francais/teachers/progres/compl/fsl.aspx

In Alberta, the French as a Second Language (FSL) Nine-year Program is a course sequence in which the French language is taught as a subject. The goal of the course is to develop students' communication skills in French and acquire an appreciation and understanding of Francophone cultures in Alberta, Canada and the world.

Grade 9 is designed so that students integrate the knowledge and skills they acquired in grades 4 to 8, while expanding their language use so they can:

- understand and communicate orally and in writing the main idea(s) and some details related to the main idea or ideas in oral and written texts dealing with familiar topics, such as sporting events, sports injury and prevention, housing designs and plans, home leisure activities, urban life and rural life, community events and festivities
- gain language knowledge and more sophisticated language structures to understand and communicate messages
- name some trades or professions for which knowledge of French is useful or an asset
- identify Francophone communities at the local, provincial, national and international levels
- do research on Francophone communities at the national and international levels and reflect upon their way of life so as to better appreciate these communities
- demonstrate knowledge of language conventions that are culturally appropriate, such as how buildings, streets and monuments are named in French, the appropriate abbreviations and symbols for measurement (for example, km and m^2), and the conventions used for informal letters
- continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

INTERNATIONAL LANGUAGES

Bilingual Programs

http://education.alberta.ca/teachers/program/interlang.aspx

Students in a bilingual program follow a language arts course in the target language (e.g., Spanish, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the cultures of the target language for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Alberta Education offers the following provincial courses for bilingual program students:

- Chinese (Mandarin) Language Arts
- German Language Arts
- Spanish Language Arts
- Ukrainian Language Arts

Language and Culture Programs

Students in a language and culture course study the target language (e.g., Ukrainian, German) as a subject area. Language and culture programs are designed to develop language and cultural skills.

Alberta Education offers provincially developed language and culture programs of study for Grade 7 students. At the junior high level in international languages, there are courses that may be taught that are extensions of courses that have begun at earlier entry points (Grade 1). Currently, the Italian Language and Culture (Twelve Year Program) is the only provincial course sequence that begins at Grade 1 and extends through junior high to Grade 12.

The following language and culture courses are available to students who began their study of a target language in Grade 4:

- Chinese Language and Culture (Nine-year Program)
- German Language and Culture (Nine-year Program)
- Japanese Language and Culture (Nine-year Program)
- Punjabi Language and Culture (Nine-year Program)
- Spanish Language and Culture (Nine-year Program)
- Ukrainian Language and Culture (Nine-year Program)

The following language and culture courses are available to students who begin their study of a target language in Grade 7:

- Chinese Language and Culture (Six-year Program)
- German Language and Culture (Six-year Program)
- Italian Language and Culture (Six-year Program)
- Japanese Language and Culture (Six-year Program)
- Spanish Language and Culture (Six-year Program)
- Ukrainian Language and Culture (Six-year Program)

LOCALLY DEVELOPED LANGUAGE COURSES

If there are no available provincial programs of study, school authorities may develop their own language course series. Currently, a variety of languages, e.g., Arabic, American Sign Language (ASL), Hebrew, Polish and Russian, are offered as local courses. Locally developed First Nations, Métis and Inuit language and culture courses may also be available to meet the needs of students in local or First Nations schools.

For more information on second language instruction offered in your area, please contact your local school board.

GRADE 9: OPTIONAL SUBJECT AREAS]

- Career and Technology Studies
- Fine Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

Environmental and Outdoor Education

http://education.alberta.ca/media/768718/eoed.pdf

In environmental and outdoor education, students develop interest and competence in outdoor studies and develop an understanding of their relationship to the environment. Environmental and outdoor education can be offered as a single course or as a sequence of courses, and includes:

- the basic knowledge, skills and attitudes required for safe and comfortable experiences
- awareness and appreciation of living things
- understanding of basic ecological processes
- skill, judgement, confidence and sensitivity in a range of environmentally responsible activities in outdoor settings
- lifestyle strategies that encourage responsibility for local and global environments.

GRADE 9: OPTIONAL SUBJECT AREAS

- Career and Technology Studies
- Fine Arts
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- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

Ethics

http://education.alberta.ca/media/768722/jhethics.pdf

The ethics course is designed to help students become contributing, ethical and mature persons, and may be offered in Grade 7, Grade 8 or Grade 9. The aim of the course is to help students become more thoughtful, to think of the interests of others, and to see ethical implications in their daily lives. The ethics course includes:

- working definitions of ethics and values
- decision-making skills
- historical values and traditions
- values of different cultural groups
- responsibility to community.

GRADE 9: OPTIONAL SUBJECT AREAS]

- Career and Technology Studies
- Fine Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

Locally Developed Courses

School authorities may develop and/or acquire courses that are innovative and responsive to local and individual needs. Contact your local school authority for information about locally developed courses authorized for use in your jurisdiction.

Knowledge and Employability

http://education.alberta.ca/teachers/program/know.aspx

Knowledge and Employability is a series of courses rather than a program. This allows schools and students to have some flexibility in offering and selecting the courses based on highest level of achievement and areas of need. These courses begin in the Grade 8 year of schooling and continue through the Grade 12 year of schooling. During grades 8–12 students may enroll in one or more courses at any appropriate entrance/registration date.

Knowledge and Employability courses are designed for the student who meets criteria specified and learns best when the focus is on the development and application of reading, writing and mathematical literacy and when meaningful connections are made between the home, school, workplace and community through experiential learning experiences. This series of courses provide students with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning.

Students who successfully complete Knowledge and Employability courses may qualify for a Certificate of High School Achievement. Students may also transfer into courses leading to an Alberta High School Diploma at any time during their senior high school career.

Knowledge and Employability courses consist of both academic and occupational courses at both the junior and senior high school levels.

Academic subjects:

- Knowledge and Employability English Language Arts 8, 9, 10-4, 20-4, 30-4
- Knowledge and Employability Mathematics 8, 9, 10-4, 20-4
- Knowledge and Employability Science 8, 9, 10-4, 20-4
- Knowledge and Employability Social Studies 8, 9, 10-4, 20-4

Occupational strands:

- Workplace Readiness
- Art/Design and Communication
- Auto Mechanics
- Business Services

- Construction: Building
- Construction: Metal Fabrication
- Cosmetology (senior high only)
- Fabrics
- Foods
- Horticulture
- Human Care
- Natural Resources (senior high only).

http://education.alberta.ca/media/524889/infomanual.pdf

For more information, refer to the *Information Manual for Knowledge and Employability Courses*, Grades 8–12, Revised 2008. The manual is available on the Alberta Education Web site or for purchase from the LRC.

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Commonly Accessed Web Links

Alberta Learning Information Services (ALIS)
http://alis.alberta.ca

Alberta Regional Professional Development Consortia
http://www.arpdc.ab.ca

Alberta School Boards Association School Fee Advisory
http://www.asba.ab.ca/services/policy-ad-fees07.asp

Alberta School Council Resource Manual
http://education.alberta.ca/media/464094/scm.pdf

Alberta School Councils' Association (ASCA)
http://www.albertaschoolcouncils.ca

Assessing Student Achievement
http://education.alberta.ca/admin/testing/achievement.aspx

Curriculum Handbooks for Parents: Senior High School
http://education.alberta.ca/parents/resources/handbook.aspx

Daily Physical Activity
http://education.alberta.ca/teachers/resources/dpa.aspx

Digital Resources to Support Curriculum Outcomes
http://learnalberta.ca

Grade Level of Achievement (GLA)
http://education.alberta.ca/media/938683/09002abedglabrocv2.pdf

Guide to Education
http://education.alberta.ca/admin/resources/guidetoed.aspx

Handbook for Aboriginal Parents of Children with Special Needs (2000)
http://education.alberta.ca/media/308566/aboriginalparenthandbook.pdf

Learning Resources Centre (LRC)
http://lrc.education.gov.ab.ca/pro/default.html

The Learning Team: A Handbook for Parents of Children with Special Needs (2003)
http://education.alberta.ca/admin/special/resources/learningteam.aspx

Middle/Junior High School Student Learning–Career Planner
http://education.gov.ab.ca/k_12/curriculum/cardir_jr.pdf [pdf version]
http://education.gov.ab.ca/k_12/curriculum/JHPlan.doc [word version]

Our Treasured Children
http://lrc.education.gov.ab.ca/pro/resources/item.htm?item-no=415712

Provincial Achievement Tests
http://education.alberta.ca/admin/testing/achievement.aspx

Public Health Agency of Canada
http://www.phac-aspc.gc.ca/pau-uap/paguide/

School Act
http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941

School of choice information
http://education.alberta.ca/parents/choice.aspx

Student Learning–Career Planner Information Booklet
http://education.gov.ab.ca/k_12/curriculum/cardir.pdf

Questionnaire

Please help us to improve this document by taking a few minutes to answer these short questions.

Circle the phrase that best completes the sentence.

1. I found the information provided about the specific subject areas was (too specific/just right/ too general).
2. I found the web links within the document were (useful/not required/problematic).
3. I found that the contact information provided was (useful/not necessary).
4. I found that the *Commonly Accessed Web Links* page was (useful/not necessary).

Do you agree or disagree with the following statements?

1. I believe that the information provided in this document will help me to discuss my child's education with teachers and school administration. (agree/disagree)
2. I was able to locate the information I needed easily. (agree/disagree)
3. This document helped me to locate other online documents and information. (agree/disagree)

Please tell us more . . .

I felt that there was enough information in this document about _____

but, I thought that there could have been more information in this document about _____

_____.

I felt that this document was missing information about _____.

Thank you for sharing.

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